



GLOVERVILLE ELEMENTARY

114 Gloria Rush Circle
Gloverville, SC 29841

Grades	PK-5 Elementary School	
Enrollment	346 Students	
Principal	Michelle Padgett	803-593-7280
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Ms. Rosemary B. English	803-648-1126

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Good
2009	Average	Good
2008	Average	At-Risk
2007	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

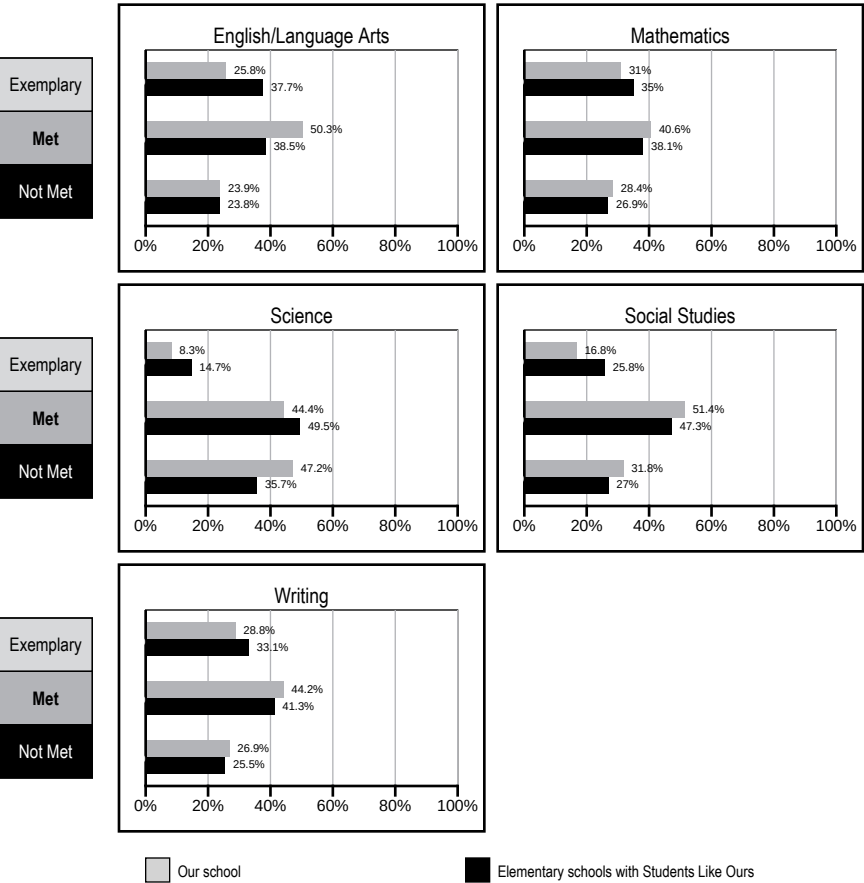
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
10	28	79	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=346)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.0%	Down from 2.9%	1.2%	1.1%
Attendance rate	95.2%	Down from 95.8%	96.0%	96.2%
Served by gifted and talented program	10.7%	Up from 8.5%	12.7%	13.4%
With disabilities other than speech	3.0%	Down from 6.0%	4.9%	4.1%
Older than usual for grade	0.6%	Down from 1.0%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	77.3%	Up from 76.2%	60.7%	62.5%
Continuing contract teachers	81.8%	Down from 95.2%	90.0%	88.2%
Teachers returning from previous year	86.1%	Up from 85.1%	88.2%	87.8%
Teacher attendance rate	91.4%	Down from 95.4%	95.0%	95.2%
Average teacher salary*	\$48,566	Up 1.7%	\$46,628	\$46,773
Professional development days/teacher	13.3 days	Down from 14.0 days	11.3 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 22.8 to 1	19.5 to 1	19.9 to 1
Prime instructional time	84.9%	Down from 88.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.6%	Up from 86.8%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,280	Down 9.6%	\$7,423	\$7,447
Percent of expenditures for instruction**	73.1%	Up from 72.9%	67.9%	68.4%
Percent of expenditures for teacher salaries**	69.4%	No Change	65.3%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Gloverville Elementary School strives for academic excellence while providing a nurturing, close-knit environment for every child at the school. One of our most valued traditions is our ability to know each and every child on a personal level, enabling us to fully understand each child's strengths and weaknesses.

During 2010-2011, Gloverville Elementary served 352 students which included four-year-old Kindergarten - 5th grade, and a special needs pre-school class. Our school is implementing the Aiken County District-wide Reading Initiative which encourages teachers to use strategies that focus on differentiated instruction, authentic work instead of worksheets, and higher order thinking skills. We are also continuing to use Saxon Phonics and Saxon Math to assist us in meeting state standards. Our School Intervention Team analyzes student achievement to develop instructional goals and determine staff development needs and to evaluate program effectiveness. We provided a variety of programs throughout the year to enhance academic achievement including Accelerated Reader reading incentives and balloon parades, author visits, Spanish classes, Reading Recovery, field trips, America Reads reading tutors, after school math tutorial program, YMCA Prime Time after school care, MAP rewards, and quarterly awards programs for academics and citizenship. We believe these programs play an essential role in overall student achievement at Gloverville Elementary. Our aim is to ensure that every child becomes a successful learner.

Along with an open door policy, Gloverville welcomes family involvement and provides numerous opportunities for parents to participate in school activities such as: Open House, American Education Week "Come to Lunch" day, Polar Express Family Night, Family Fun Day, Doughnuts with Dad, and Muffins for Mom. To enhance parent communication we have added a PTO information board, updated our lobby area to make the school more inviting, established an email account for PTO communication with volunteers, continued to provide weekly classroom newsletters and quarterly Shooting Star News school papers and established the use of PowerParent to examine student progress. These efforts reflect our belief that we must be partners with families in order to successfully educate our students.

Through all these programs and activities, we are achieving PASS scores that meet and exceed district and state averages. Gloverville Elementary was the 2011 recipient of the Palmetto Silver Award for overall performance. We also continue to meet the required achievement goals enabling us to make Adequate Yearly Progress. We are pleased with the progress being made and are looking forward to an even better future. We are excited to be able to fully prepare our students to become successful lifelong learners.

Michelle Padgett, Principal
Amanda Barton, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	50	43
Percent satisfied with learning environment	100.0%	91.8%	87.8%
Percent satisfied with social and physical environment	100.0%	88.0%	85.4%
Percent satisfied with school-home relations	90.5%	82.0%	88.1%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	95.2%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	169	100	23.7	50	26.3	85.9	82.9	82.4	Yes	Yes
Gender										
Male	86	100	23.8	57.5	18.8	86.3	79.3	78.7	N/A	N/A
Female	83	100	23.7	42.1	34.2	85.5	86.9	86.2	N/A	N/A
Racial/Ethnic Group										
White	139	100	22	50	28	85.6	87.5	88.9	Yes	Yes
African American	28	100	31.8	50	18.2	86.4	75.5	72.9	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	81.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	95.7	83	I/S	I/S
Disability Status										
Disabled	21	100	64.7	29.4	5.9	52.9	43.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	27.9	46.7	25.4	82	76.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	169	100	28.2	41	30.8	82.7	80.6	81.9	Yes	Yes
Gender										
Male	86	100	26.3	43.8	30	85	79	79.9	N/A	N/A
Female	83	100	30.3	38.2	31.6	80.3	82.3	84.1	N/A	N/A
Racial/Ethnic Group										
White	139	100	27.3	38.6	34.1	82.6	86	88.9	Yes	Yes
African American	28	100	27.3	59.1	13.6	86.4	71.7	71.4	I/S	I/S
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.5	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.5	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	84.4	I/S	I/S
Disability Status										
Disabled	21	100	76.5	17.6	5.9	47.1	41.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	78.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	132	100	30.3	41.8	27.9	82	73.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	118	100	46.8	44	9.2	53.2	64.8	68.6
Gender								
Male	62	100	45	45	10	55	65.1	68.3
Female	56	100	49	42.9	8.2	51	64.4	68.9
Racial/Ethnic Group								
White	98	100	41.9	48.4	9.7	58.1	74.3	80.7
African American	18	100	71.4	21.4	7.1	28.6	49.3	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	85.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	59.8	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	70.8
Disability Status								
Disabled	15	100	83.3	8.3	8.3	16.7	28.2	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	58.9	60.7
Socio-Economic Status								
Subsidized meals	92	100	55.3	35.3	9.4	44.7	53.6	57.3

Social Studies								
All Students	117	100	31.8	51.4	16.8	68.2	66.7	72.5
Gender								
Male	60	100	34.5	50.9	14.5	65.5	67.1	72
Female	57	100	28.8	51.9	19.2	71.2	66.2	73.1
Racial/Ethnic Group								
White	93	100	29.5	51.1	19.3	70.5	72.6	81
African American	23	100	38.9	55.6	5.6	61.1	56.9	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.8	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	30.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	64.6	69.7
Socio-Economic Status								
Subsidized meals	90	100	35.4	50	14.6	64.6	57.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	54	100	26.9	44.2	28.8	73.1	76.1	73.2	95.2	95.9
Gender										
Male	28	100	34.6	34.6	30.8	65.4	71.4	67.2	95.6	95.9
Female	26	100	19.2	53.8	26.9	80.8	81	79.4	94.9	96
Racial/Ethnic Group										
White	48	100	27.7	44.7	27.7	72.3	82.3	81.5	95.2	95.8
African American	6	I/S	I/S	I/S	I/S	I/S	66.3	61.3	95.6	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.6	87	N/A	96.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	69.9	66.7	93.6	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	72.2	N/A	95.6
Disability Status										
Disabled	6	I/S	I/S	I/S	I/S	I/S	24.3	26	94.6	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	96.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.6	65.7	93.6	96.4
Socio-Economic Status										
Subsidized meals	37	100	33.3	44.4	22.2	66.7	66.2	63.2	94.7	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	69	100	29.2	27.7	43.1	70.8
	4	55	100	17	49.1	34	83
	5	70	100	16.4	55.2	28.4	83.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	25.6	39.5	34.9	74.4
	4	66	100	21.7	56.7	21.7	78.3
	5	54	100	25	51.9	23.1	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	69	100	41.5	33.8	24.6	58.5
	4	55	100	20.8	49.1	30.2	79.2
	5	70	100	28.4	49.3	22.4	71.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	32.6	25.6	41.9	67.4
	4	66	100	25	53.3	21.7	75
	5	54	100	28.8	38.5	32.7	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	34	100	57.6	30.3	12.1	42.4
	4	55	100	41.5	52.8	5.7	58.5
	5	36	100	N/A	N/A	N/A	45.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	24	100	63.6	13.6	22.7	36.4
	4	66	100	41.7	55	3.3	58.3
	5	27	100	46.2	46.2	7.7	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	35	100	40.6	40.6	18.8	59.4
	4	55	100	35.8	52.8	11.3	64.2
	5	34	100	28.1	50	21.9	71.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	24	100	28.6	42.9	28.6	71.4
	4	66	100	31.7	55	13.3	68.3
	5	27	100	34.6	50	15.4	65.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	69	100	40.9	40.9	18.2	59.1
	4	55	100	22.6	62.3	15.1	77.4
	5	70	98.6	21.2	47	31.8	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	54	100	26.9	44.2	28.8	73.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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